

CASE: METRO-CITY EARLY HEAD START SELF-ASSESSMENT

4-A



Job Performance
Situation 4:
Building Collaboration
in Head Start

HEAD START
MOVING AHEAD
COMPETENCY-BASED TRAINING PROGRAM



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JOB PERFORMANCE SITUATION 4: CASE

This performance situation will help Federal and program leaders enhance their skills in building Head Start collaborations. Leaders who work through these skill-building activities will enhance their ability to foster successful collaborations and overcome barriers they may encounter.

The following narrative relates a challenging scenario for a hypothetical Head Start program.

Metro-City Early Head Start

Terry has been the director of Metro-City Early Head Start (EHS) for 2 months. When she was hired, the Early Head Start grant had just been awarded to Metro-City as a result of the Federal defunding process. The prior EHS grantee was asked to relinquish the grant after serious financial issues came to light in its Federal program review. As a resident of the community, Terry followed the story in the local newspaper. She was somewhat surprised when she learned that Metro-City was the successful applicant for the grant; she and other members of the community assumed that the city's Community Action Program (CAP) was the frontrunner. As the grantee for Metro-City's pre-school Head Start program, CAP seemed to be the natural choice.

When Metro-City won the grant, Terry seized the opportunity to be a part of this exciting initiative to increase community services for infants, toddlers, and pregnant women. "The key phrase is 'more services,'" Terry thought to herself as she accepted the job. "Early Head Start is not the only program in the city to reach this population; we need strong collaborative efforts to really make this work."

Prompted by a discussion with Ron, the Federal program specialist, Terry decided to convene a stakeholder's meeting to discuss the role of EHS in the community. Ron suggested inviting Rosario, the region's liaison to the Office of Community Services. "One of Rosario's roles is to help build bridges in communities," he told Terry. "She may be able to suggest ways that you can begin a dialog."

Terry made sure to schedule the meeting so that Ron and Rosario could attend—she was counting on their support and guidance to make this work. She sent invitations to a targeted group of 10 agencies, including the Visiting Nurses Association (VNA), the city's maternity hospital, the Teen Parenting Program at the high school, and Early Intervention.

Although their agencies originally competed for this grant, Terry felt strongly that she must forge a positive relationship with the CAP; therefore, she made sure to include the director of the CAP among the invitees. Looking to the future, Terry could envision Metro-City and the CAP in a collaboration where EHS families were enrolled in CAP-sponsored family child-care homes and...“But wait, I’m getting ahead of myself,” thought Terry. “Let’s at least get some people to the table first!”

Terry had no idea how prophetic her thoughts would be when the day of the stakeholder’s meeting arrived. Feeling a bit anxious, she was glad when Ron and Rosario arrived early; however, her anxiety quickly turned to disappointment when only one other person came to the meeting. She was delighted to see, however, that the lone attendee was Lavinia, director of the CAP. Terry introduced Ron and Rosario and thanked Lavinia for coming. Then the four of them began some preliminary discussions about professional collaboration among their agencies.

As Lavinia was leaving she said to Terry, “Look, you have to understand why people were probably reluctant to come to this meeting. The former EHS grantee resisted all overtures from other agencies to discuss any type of partnership or collaboration venture. The program never made any efforts to become part of this community, and that behavior built resentment toward EHS. People will need to know that you are sincere about this effort before they commit their valuable time.”

Terry escorted Lavinia out and returned to the conference room, closing the door behind her. “What can I do?” she asked Ron and Rosario. “I’ve got to make this work.”



SELF-ASSESSMENT

Job Performance Situation 4 requires skill competencies in managing your role, negotiating and formalizing agreements, and influencing others. The following self-assessment will help you determine your interest in completing the skill-building activities in Job Performance Situation 4.

The questions below are designed to help you assess your skill level with specific competencies that are addressed in the Job Performance Situation 4 training activities. As you answer them, think about the case described above or any similar situation in which you have needed or will need skills in managing your role in collaboration, negotiating and formalizing agreements, and influencing others.

SKILL: *MANAGING YOUR ROLE*

Have you experienced a situation like this in which you needed to define and manage your role in collaboration? ____yes ____no

If yes, were you satisfied with your response? ____yes ____no

If you have not handled this type of situation in the past, would you feel comfortable addressing it? ____yes ____no

Rate your current skills in addressing situations in which you need to

	New skill for me		Some skill		Highly skilled
1. <i>Demonstrate leadership in the 4 stages of collaboration (Getting Together, Building Trust and Ownership, Developing a Strategic Plan, and Taking Action)</i>	1	2	3	4	5
2. <i>Articulate your organization's mission, goals, and resources</i>	1	2	3	4	5
3. <i>Strengthen your organization's position by building a community network</i>	1	2	3	4	5
4. <i>Recognize potential collaboration partners</i>	1	2	3	4	5
5. <i>Reach out to collaboration partners</i>	1	2	3	4	5
6. <i>Determine your authority to collaborate</i>	1	2	3	4	5

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|--|---|---|---|---|---|
| 7. <i>Represent your organization in a collaboration</i> | 1 | 2 | 3 | 4 | 5 |
| 8. <i>Keep a collaboration healthy and on track</i> | 1 | 2 | 3 | 4 | 5 |

Questions 1–8 are linked to skill competencies addressed in Activity 4-C, Collaboration: Managing Your Role. Count the number of questions where you circled 1 or 2 and record that number below. Do the same for the questions where you circled 3 or 4, and for those you rated 5.

Definitely (1–2): ____ Maybe (3–4): ____ Probably not (5): ____

If most of your answers were 1 or 2, you will definitely find it helpful to complete this activity. If most of your answers were 3 or 4, you may find the activity helpful. If most of your answers were 5, you may find that the material in the activity addresses areas in which you already have a lot of knowledge and skill.

SKILL: *NEGOTIATING AND FORMALIZING AGREEMENTS*

Have you experienced this or a similar situation in which you needed to engage in negotiation? ____yes ____no

If yes, were you satisfied with your response? ____yes ____no

If you have not handled this type of situation in the past, would you feel comfortable addressing it? ____yes ____no

Rate your current skills in addressing situations in which you need to:

- | | New skill for me | Some skill | Highly skilled |
|--|------------------|------------|----------------|
| 9. <i>Prepare for formal negotiation</i> | 1 | 2 | 3 4 5 |
| 10. <i>Lead or participate in a negotiation team</i> | 1 | 2 | 3 4 5 |
| 11. <i>Reach an agreement through bargaining that considers the interests of all parties</i> | 1 | 2 | 3 4 5 |
| 12. <i>Develop written agreements</i> | 1 | 2 | 3 4 5 |
| 13. <i>Evaluate contracts or other formal agreements</i> | 1 | 2 | 3 4 5 |

Questions 9–13 are linked to skill competencies addressed in Activity 4-D, Collaboration: Negotiating and Formalizing Agreements. Count the

number of questions where you circled 1 or 2 and record that number below. Do the same for the questions where you circled 3 or 4, and for those you rated 5.

Definitely (1–2): ____ Maybe (3–4): ____ Probably not (5): ____

If most of your answers were 1 or 2, you will definitely find it helpful to complete this activity. If most of your answers were 3 or 4, you may find the activity helpful. If most of your answers were 5, you may find that the material in the activity addresses areas in which you already have a lot of knowledge and skill.

SKILL: *INFLUENCING OTHERS*

Have you experienced this or a similar situation in which you needed to influence others in an effort to support collaboration? ____yes ____no

If yes, were you satisfied with your response? ____yes ____no

If you have not handled this type of situation in the past, would you feel comfortable addressing it? ____yes ____no

Rate your current skills in addressing situations in which you need to:

	New skill for me		Some skill		Highly skilled
14. <i>Use social marketing strategies to create a climate of support for collaboration</i>	1	2	3	4	5
15. <i>Foster awareness of collaborative activity among staff and colleagues in your organization</i>	1	2	3	4	5
16. <i>Recruit partners for a collaboration</i>	1	2	3	4	5
17. <i>Promote an existing or proposed collaboration to the community at large</i>	1	2	3	4	5
18. <i>Reach key decision makers in an effort to strengthen a collaboration</i>	1	2	3	4	5
19. <i>Develop a plan to market the collaboration and influence others</i>	1	2	3	4	5

Questions 14–19 are linked to skill competencies addressed in Activity 4-E, Influencing Others: Applying Basic Skills. Count the number of questions where you circled 1 or 2 and record that number below. Do the same for the questions where you circled 3 or 4, and for those you rated 5.

Definitely (1–2): ____ Maybe (3–4): ____ Probably not (5): ____

If most of your answers were 1 or 2, you will definitely find it helpful to complete this activity. If most of your answers were 3 or 4, you may find the activity helpful. If most of your answers were 5, you may find that the material in the activity addresses areas in which you already have a lot of knowledge and skill.

TALLY SECTION

Review the scoring choices in each of the previous sections. Indicate your knowledge and skill development decisions below. At the completion of the self-assessment, you will transfer this information to the learning plan that follows.

	Definitely	Maybe	Probably not
4-C, Collaboration: Managing Your Role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-D, Collaboration: Negotiating and Formalizing Agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-E, Influencing Others: Applying Basic Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE LEARNING PLAN

The learning plan on the next page will help you keep track of your progress using the *Moving Ahead* materials to enhance your professional growth. The plan is divided into four columns. Use the first column to check the skills you need to enhance or develop based upon your self-assessment. Use the second column to record your progress in completing activities you selected. Please note: in addition to completing individual skill-building activities, you will also track your completion of the Case Activity (4-B), which puts the skill-building activities in context, and the related Application Activity (4-X), which provides you with an opportunity to practice the skills.

After you've completed the application activity for this performance situation package, return to the learning plan and record how you will continue skill development in your workplace and the types of support you will need.

LEARNING PLAN FOR JOB PERFORMANCE SITUATION 4

Participant Name: _____

Date: _____

1. Skills I Need	✓	2. Building These Skills	3. Next Steps for Continuing My Development	4. Support I Need from Supervisors, Managers, Co-Workers, and Team Members
Put a check beside the skills you need to develop or enhance.		Record your progress in completing the training activities.	Examples: Read more about the topic. Repeat the activity with colleagues. Practice in a work situation.	Examples: Provide opportunities to practice. Provide constructive feedback. Serve as my mentor or coach.
		4-B, Case Activity Date completed _____		
4-C, Collaboration: Managing Your Role		4-C, Managing Your Role Date completed _____		
4-D, Collaboration: Negotiating and Formalizing Agreements		4-D, Negotiating and Formalizing Agreements Date completed _____		
4-E, Influencing Others: Applying Basic Skills		4-E, Influencing Others Date completed _____		
		4-X, Application Activity Date completed _____		